

**A STUDY OF THE ROLE OF INDUCTION AND
MENTORING PROGRAMMES IN ACHIEVING SCHOOL
EFFECTIVENESS**

BY

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ABSTRACT

The study investigated the role of induction and mentoring programmes in achieving school effectiveness. The study did not address all the issues related to school effectiveness. It aimed at finding out if the two schools under study had induction and mentoring programmes, and if these programmes were effectively used, and also to ascertain if the programmes of induction and mentoring contributed to the sound relationships within the school community.

In order to answer the research questions the study employed a qualitative case study approach. Literature on issues of induction and mentoring locally and internationally was examined to provide a wider context with which to view the present study.

Interviews were conducted which involved a sample of seven educators, employed between the years 2002 and 2003. Observation of the staff meetings and three of the newly appointed educators teaching was also conducted. Documents supplied by the Department, such as, Towards Effective School Management Manuals, The Final Draft of Systemic Evaluation 2001 KZN, Handbook for the Code of Professional Ethics 2002 and Guides for School Management Teams, related to induction and mentoring were analysed.

The findings of the study suggest that in one school, the educators felt abandoned. In the other, the educators felt at home as regards induction and mentoring. The findings also seem to suggest that the schools studied did not practice formal induction and mentoring. As far as mentoring and having mentors were concerned, educators in one school, have their H.O.Ds as mentors although it was not spelt out to them. Educators in the other school did not have mentors in the school.

The study recommends that principals, especially the beginning principals, need to be given guidance in the development of programmes of induction and mentoring. Workshops would also help to develop principals in using documents supplied to schools by the Department, to ensure the effective implementation of procedures and processes to be followed in schools.

DECLARATION OF ORIGINALITY

I declare that 'A Study of the role of induction and mentoring programmes in achieving school effectiveness', is my original work, all sources consulted and quoted have been properly referenced and this work has not been submitted to any other University.

Signed HP -----

12 December 2004

Statement by Supervisor

This mini dissertation is submitted with/~~without~~ my approval

Signed 

V. Chikoko

DEDICATION

I dedicate this piece of work to my husband Sithembiso S.Makanya, my children Zwakele, Sinethemba, Liyandithemba, Sithembelenkosini and Sibongithemba, who had been very encouraging, supportive and patient during the two years of my studying.

The Makhanya Family, my sister Philisiwe Ndlovu and her three boys, my brother Nkosinathi and his wife Happy and their children, my colleagues who were giving me inspiration and support. Pat Magwaza and Margot Raulstone who contributed a lot to this study.

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CHAPTER 1

THE INTRODUCTION

1.1. Background to the Study

A motivated teaching force is very important if a school is to achieve its goals. Motivated educators oil and propel the school system (Meyer, 1999:258). In recent years the situation in KwaZulu Natal has been that students graduate from colleges or universities and do not find jobs. They idle around for years without jobs, as a result they become rusty, more especially those who were not fortunate enough to get temporary posts during those years. For these educators the integration into the teaching profession is more difficult than for those who were employed immediately after they completed their training. The department has now started employing educators who have been home without jobs for years after training. The concern of this study is to investigate the nature of induction and mentoring such educators receive to bridge the gap between training and the beginning of work.

According to Heyns (2000:160) in the South African Journal of Education 2000: Vol.20, "quality education is largely dependent on school effectiveness, optimal utilisation of human resources is a pre-requisite for school effectiveness". In the light of this view it is therefore important for newly appointed educators' speedy integration into the school environment. Induction and mentoring must take place as soon as they are recruited and selected. The challenge of a new situation provides excitement, and uncertainty to new appointees. Induction has as its aim the speedy integration and hence optimal utilisation of every newly appointed educator. It is generally accepted that educators who are not exposed to induction processes are prone to stress, tension and anxiety (Naiker) in the Education Monitor, 2001.

According to Howey in Pretorius & Lemmer (1998:79)

The central task of a newly qualified teacher is a learning task, it is one of learning to think and behave in ways appropriate to the demands of teaching, further education and socialization of newly qualified teachers should not be left to the newly qualified teacher to decide and to negotiate.

Considering Howey's statement it is even more difficult for those educators who have been idling at home for years after training. When they get to schools, the tendency by

the management of the school is to assume that they are trained and the induction is ignored or the schools are so busy that the induction tends to be inadequate. The study therefore focuses on finding out from such people how much of the induction and mentoring they have received and are still receiving, and whether such efforts impact on the relationships.

The reception and introduction of a newly appointed educator to a school have great value to both the educator and the school. To the educator it is important in the sense that he/she gains a sense of self-worth. It also cultivates in the educator an increased sense of commitment and loyalty to the profession in general and the school in particular. The school gets the educator who is motivated and always willing and confident to take the vision and mission of the school and of the Department. The Department depends entirely upon the educators to deliver the service to the population. Howey in Pretorius & Lemmer (1998: 79) describes newly qualified educators and their needs thus:

While there is understandable anxiety on the part of many newly qualified educators, other beginners demonstrate a sense of false confidence and premature closure. That there is needed balance between requisite confidence by the beginner and the acknowledgement of much yet to learn.

Research revealed that properly conducted induction programmes have the potential of elevating the teaching profession and fostering a collaborative learning community of educators (Makgopa:1995) in the South African Journal of Education, Vol.18 1998. The educator's first impression in the integration of in-system support factors such as the principal, teaching staff, communications with learners, is extremely important in his/her perception of the school's attitude and these have an impact in developing some attitude towards the profession and towards work. It is likely that a perception of disregard may reduce the educator's motivation to function in the school (Howey in Pretorius & Lemmer Ibid: 81) Taking one's first steps in a school with no assistance or support makes life difficult and arouses anxiety, (Eldar, et al in Educational Research, Vol.45 No1, 2003:31). According to Carrell et al in Meyer (1999:259)

Successful induction will lead to better motivated employees and higher productivity within the organization.

Meyer (1999: 260) points out that, "in South Africa orientation is generally one weakness of human resource departments that needs a lot of attention". There is a need to find out if this is also the case in the teaching profession.

According to the findings of the studies that have so far been made, processes of induction and mentoring have been found to contribute to quality education and to keep educators in the teaching profession.

A lack of support systems in many schools, the stress of dealing with highly needy students and a lack of professional treatment are among the reasons that thirty percent of new teachers in USA leave the profession within five years of entering it. (Jehlem, in NEA Today - May 2001)

It is therefore in the researcher's interest to find out if this can be true with educators in KZN. The primary concern is if these educators still have interest in the profession as they were when they decided to go for teaching.

1.2. Statement of Purpose

The purpose of this study is to investigate if the processes of induction and mentoring are used in schools. It is also to find out if they have any impact on the relationships among the staff within the school community. The study does not claim to address all the issues related to school effectiveness. It will touch only on a few aspects, for example, communication and the relationships within the schools. The induction of new appointees ought to be a right to all newly appointed educators. The South African Schools Act, (1996) makes provision for both governance and professional management of public schools, so that the principal as the most senior member of a school could organise that the school management team prepares induction programmes, and "establish mechanisms for monitoring the newly appointed teachers", (Cross in Pretorius 1998:96)

1.3. Statement of the Problem

A study of the role of induction and mentoring programmes in achieving school effectiveness.

1.4. Research Questions

This study is guided and is intended to respond to the following questions:

1. Do schools have programmes for induction and mentoring?
2. Are these programmes effectively run?
3. To what extent do induction and mentoring programmes in these schools contribute to the quality of relationships that will lead to effectiveness within the school?

1.5. Assumptions

This study will be conducted under the following assumptions:

- The main assumption of the study is that induction and mentoring activities take place, in whatever form they exist, though they vary from school to school.
- Beginner educators have diverse fears about beginning to work and these may not be clearly defined.
- Beginner educators have expressed and unexpressed needs, unexpressed needs because they do not know yet what is expected of them and how they will be going about achieving that.
- The study shall be of interest to both the target schools and the educators thus, genuine responses to the questions posed are expected.

1.6. Theoretical Location of the Study

According to Merriam (1988:55)

A theory integrates pieces of information into a whole, it makes sense out of data, it summarises what is known and offers a general explanation of the phenomenon under study.

The study is located in the Human Resource Management area, which is concerned with the total development of human resources within organizations." Human resource management includes activities, policies, beliefs and the general function that relates to employees or the personnel department", (Gerber, et al 1995:319) Some of the activities of Human Resource Management that are important input for organizational development are recruitment, selection, induction and mentoring. This study will be looking at induction and mentoring as implemented in a primary school

and whether these lead to better motivated employees who contribute to school effectiveness.

According to Gerber et al (1995:323)

People work for several reasons, people work not only for such reasons as earning a salary, but because work plays an important role in the development of self-respect and a sense of identity. People's jobs are important criteria by which people assess themselves and others and a wide variety of human needs are satisfied by working.

It is therefore important for the management of the organization to become aware of these human needs and the theories of motivation. In the light of this view, I have chosen to adopt content theories of motivation as the main component of the theoretical framework for this study. Maslow in Gerber, et al (ibid: 323) divides human needs into five main categories:

- Physiological needs. These needs are to be satisfied for individual's effective biological functioning and survival.
- Safety needs. An individual has a need to feel safe in order for effective and efficient performance to take place.
- Social needs. A human being needs to be loved, accepted and respected, this is possible if the person is performing up to the standard that is expected of him/her.
- Ego needs. Self-respect and self-esteem are very important aspects in the person's life, and this is possible if one feels that one is recognised, appreciated and that one achieves what one ought to achieve.
- Self-actualization needs. Maslow describes these as "the desire to become more and more what one is to become, everything one is capable of becoming".

Induction and mentoring programmes if properly implemented, are therefore some of the human resource management activities that may contribute effectively to a person's satisfaction of these needs.

1.7. Limitation of the Study

The study is undertaken in two primary schools and the ward consists of 25 primary schools, whereas the circuit itself consists of about 102 primary schools. Thus one

cannot generalise the findings of only two schools to all other schools in the ward let alone in the circuit, district or a region.

1.8. Delimitation of the Study

The study is restricted to two schools in the Hammarsdale area. It is also restricted to new appointee educators as well as the principals in these schools.

1.9. Definition of terms

- 1.9.1 PROVINCE of KwaZulu-Natal is the Head Office where all the Departments, including the Department of Education, have their policies drawn up. The Education Department consists of four Regions
- 1.9.2. REGION - eThekweni Region - one of the four Regions, is managing the policies. It distributes them to the Districts for implementation.
- 1.9.3. DISTRICT - there are twelve in our Province, each implements the policies working directly with the schools.
- 1.9.4. CIRCUIT - Circuit Managers and Superintendents in Education Management disseminate information from the Department to schools, from their circuits.
- 1.9.5. WARD - consists of a number of schools allocated to one Superintendent in Education Management.

1.10. Organisation of the Study

The study consists of five chapters organised as follows. This chapter describes the background to the study on the role of induction and mentoring programmes in achieving school effectiveness. It also outlines the key issues to be addressed in the statement of purpose, the theoretical framework of the study, assumptions about the processes and appointees, and the research questions. Chapter two presents a review of literature. The key concepts used in the study are defined, the purpose and importance of induction and mentoring are discussed. It also describes the local and international views on induction and mentoring. Chapter three presents the methodology adopted in the study that helped to answer the research questions listed in this chapter. Chapter four is data presentation and discussion. Chapter five concludes the study by presenting a summary of the main findings and the recommendations of these findings for the schools.

CHAPTER TWO

LITERATURE REVIEW

2.1. INTRODUCTION

Starting a new job can be the most stressful life experience that could be well addressed by a proper induction and mentoring process to reduce anxieties, uncertainties and needs of a new employee. The impact of diversity in terms of age, language and cultural background on South African organisations also makes it critical that proper attention be paid to induction. The first impressions of an organisation and its managers are seldom forgotten. New members of staff face an unfamiliar environment and have to make a number of personal adjustments. They need a warm welcome and initial introduction. A properly planned and designed induction programme is necessary to reassure members and aid their motivation and attitudes to their work performance, which in turn will influence school effectiveness. In addition to a designed induction programme, a named mentor to act as a "buddy" to guide and help new members of staff is also a helpful feature.

This chapter is concerned with pooling together and synthesizing the body of knowledge that already exists in addressing the induction and mentoring of newly appointed educators. In order to achieve this, firstly key concepts are defined, followed by the purpose and importance of induction and mentoring of newly appointed educators. Third are the views on the implementation of induction and mentoring processes.

2.2. DEFINITION OF CONCEPTS

2.2.1. Induction

According to Naiker in the Education Monitor (2001:1)

The quality of the service provided by education is dependent on the commitment and motivation of staff. Therefore effective management of all educational staff and processes remains a challenge to all schools, using two essential elements for managing staff performance, viz. induction and mentoring.

London (2002:41) states that:

Induction is a systematic organisational effort to minimize the problems confronting new personnel, so that they can contribute maximally to the world of the school and, at the same time, realize personal and professional satisfaction. It is the process by which new personnel is exposed to the culture and climate as well as the expectations of the school organisation and increase the comfort level in the decision they reached to work in that school.

Ivancevich and Glueck in Gerber, et al (1995:156) regard induction as:

The human resources management activity that introduces new employees to the organisation, to the employee's tasks, superiors and work group.

Induction can be viewed as a process of informing new employees about what is expected of them in the job and helping them to cope with the stresses of transition. During the induction process the attitudes, standards, values and patterns of behaviour expected by the school and the department are instilled in the employee. According to Castetter (1981: 190)

The strategy behind induction process is twofold:

- (1) The short- range is to facilitate adjustment of the individual to the new role.
- (2) The long-range strategy is to utilise the induction process to initiate what is referred to as 'shaping' or selected reinforcement of performances that approach some socially acceptable standard.

2.2.2. Mentoring

Hobson in the National Foundation for Educational Research (2003) refers to mentoring as, "A process whereby a more experienced individual seeks to assist someone less experienced".

According to Bush et al in McIntype & Hagger (1996:121)

Mentoring is an interactive process between two individuals of differing levels of experience and expertise in which one is helping the other to develop in her career or educationally and also in the process of socialisation within the school.

The experienced educator can act as a role model for the beginning educator and through coaching, help the educator develop his or her competencies, self-esteem, and sense of professionalism. Professional mentoring is based on the principle that for people to develop they need the support of others, for someone beginning a new job, the support of someone more experienced will be valuable.

Middlewood in O'Neill et al (1994:132) points out that:

A mentor therefore is someone, usually a work colleague at the same or higher level than the individual to whom one can go to discuss work-related issues.

The notion of a mentor though, is not necessarily limited to a brief induction process, but may be seen as an ongoing part of professional development. For educators in their first year, a mentor plays a very important role. People starting out on a career in teaching need to establish themselves in their new school, forming relationships with educators in the same department or section of the school and also with increasing numbers of colleagues across the organisation. Mentors can provide necessary assistance in providing access to a whole range of different people who can make the educator's first year much easier.

2.2.3. School Effectiveness

It is important to define school effectiveness in this chapter, so that the reader may understand what the researcher is hoping to achieve, since the study is about the role of induction and mentoring processes in achieving school effectiveness.

According to Potter & Powell (1992:5):

Effectiveness is that the school satisfies external criteria, such as the demands of parents and students, and does well against comparable institutions in key areas of performance such as examination results.

Chapman in Dimmock (1993:226) argues that

Some things cannot be described, they can only be shown, they are what can continually being made manifest. In education these manifestations are for us discerned in the effective educational practices of institutions of schooling, in the ways in which individuals are so transformed as to become the bearers of the values, attitudes and beliefs held to be important by society and by the institutions in which they find expression.

Bolan in Dimmock (ibid: 227) argues that:

In practice, governments impose their own definitions of effectiveness via examinations, testing systems and other approved performance indicators. Educators and principals do not have explicit, agreed upon criteria for judging the effectiveness of their own schools, they prefer to use subjective implicit criteria related to student satisfaction and internal school processes. In order that the pupils in a school are given the best possible opportunities to learn and develop, the teaching staff which is the most important resource need to become well motivated, up-to-date in their subject knowledge and educational thinking and committed to the school mission, this will result in school effectiveness.

In the effective school the head teacher is actively involved in the day-to-day life of the school. He is aware of educators' needs and makes sure that these are satisfied in one way or the other. The effective school has a clear vision and purpose that is understood by all parties, including parents. It values quality in teaching and learning. It has high expectations and encourages achievement and success. It is for these reasons that schools use induction and mentoring programmes as part of staff development especially for newly appointed educators.

School effectiveness is a broad concept. According to Chapman in Dimmock, (1993:212)

One of the important factors that make a school effective is the fact that it takes into account staff relationships, feelings and attitudes. The good school believes in a collective and collegial approach to relationships, management, decision making and planning.

In this study I will concentrate on looking at how communication affects relationships within the school situation and how this impacts on school effectiveness. New educators need to understand the school's culture and to build professional relationships. According to Manual 7 - Towards Effective School Management (TESM), 2003:41

A successful induction programme improves relations between new educators and other staff members. Improved relationships are the result of new employees settling in the new environment as quickly as possible without becoming too much of a burden to other colleagues and the management of the school.

Relationships can be adversely affected by unpleasant working conditions; these conditions increase the chances that people become irritable and react negatively towards each other. This usually results in a communication breakdown among staff members.

The manual further explains that:

Communication is a prerequisite to attaining goals of the school such as teaching and learning. It poses one of the greatest challenges for the members of the staff. One of the biggest factors that influence the quality of communication is the state of the relationship that exists between the staff members. When relationships are strained people become distrustful, when relationships are strong and harmonious trust and confidence develop. The existence of influence groups is pervasive in the society so that it is impossible to consider relationships without considering groups.

For an organisation to run well groups must be understood and managed well. For example, a group of educators that share common interest in reading are likely to enjoy close relationships that go beyond the apparent reason for the group's existence.

2.3. THE PURPOSES AND IMPORTANCE OF INDUCTION AND MENTORING

According to Skeats (1991:11)

One of the prime aim of induction or job orientation is the removal of the 'unknowns'. Individuals should not be expected just to 'pick it up as they go along', the new recruit will need to make a number of adjustments to get used to the new environment, and 'the way we do things around here'.

People need to see that they are important when they join an organisation, they want to see themselves as the individuals they are. This aids their adjustments into the organisation and the job, instils pride in the organisation and satisfies their need to belong. Most people want to belong and to be accepted as member of a group. It must also be noted that good induction can only be really effective when building on good personnel policies, recruitment and selection practices. If the organisation does not attract and select the right staff, induction cannot perform any magic to change them into super employees.

The induction programme can contribute much towards the immediate development of a positive attitude towards the employer and job satisfaction in new employees. Employees who do not undergo an effective induction programme may feel insecure with regard to what is expected of them and how the task must be carried out. One of the ways in which many organisations attempt to make induction effective is by the use of mentors. Mentoring is about learning, and effective learning involves improved performance at work. This does not only improve skills, it may also improve morale, and it develops new, more productive, supportive and 'people-centred' relationships.

A guide for School Management Teams (2000:31): Guide 3 clearly stipulates that; " a good school should have a carefully planned induction program, which is run at the beginning of the year". It also puts it clearly that different schools will have different programmes and that part of the process will be formal. The programme should be similar for all newcomers at the beginning of each year, and another part of the

programme will be informal. The purpose of the induction process is to help each newcomer to have a clear understanding about the ethos, values and practices at school and how he/she fits into the school. The guide points out that at the special induction meeting, newcomers should be given general information about the school. The information given should be in writing in a General Information File. A physical plan of the school; showing administration rooms and classroom numbers, a copy of the school's year calender and time table, a copy of the school's prospectus with the school's mission statement, job descriptions of specific positions in the school and the name of mentor who will be a resource person. As part of its professional development programme, the school may organise a mentoring system, e.g. a subject mentor can help other educators to cope with new developments in the profession (such as curriculum changes).

It is dangerous to both the school and the educator if a new appointee is not provided with proper induction. A person may continue with the job but without confidence and enthusiasm. Fostering a sense of belonging in the organisation allows the new employee to become productive much more quickly. New employees settle in to the new environment as quickly as possible, without becoming too much of a burden on their managers and co-workers. Schools expect educators to provide learners with quality education, which implies that newly appointed educators are expected to be productive and to make a positive contribution to this ideal as soon as possible.

2.4. VIEWS ON THE IMPLEMENTATION OF INDUCTION AND MENTORING PROCESSES

2.4.1. A Survey of Local Literature

The aim of induction is that new appointees make a speedy integration in the organisation. According to Heyns Vol.20 (2000:160)

South Africa finds itself in a competitive world in which increasing importance is assigned to the development of knowledge and skills.

Schools play a vital role in the provision of quality education that enables a country to remain progressive. It is also recognised that human resources constitute the most valuable asset that allows schools to provide quality education. Educational

organisations depend for their success on the quality, commitment and performance of the people who work there. Matters like transformation, redeployment and redress have a destabilising effect on the staff situations in schools. It has become increasingly difficult to maintain a competent and stable team of staff members already in the profession. This creates a most challenging situation for the newly appointed educators. It is therefore important to find out which specific problems are experienced by newly appointed educators in order to address these in the induction and mentoring programmes.

According to Naiker in the Education Monitor (2001: 2)

In South Africa, educator training is focused on implementing the new curriculum 2005 and lifelong learning strategies, which mark a paradigm shift from a subject or content-based curriculum to an outcomes-based education. The result is that the responsibilities of educators have increased immensely because the success of these new policies is dependent on educators being intellectually resourceful and creative.

In addressing the needs of newly appointed educators, the focus is on the personal, as well as professional equipment of the individual educators. Staff induction programmes need to be designed to strike a healthy balance between the needs of the school and those of newly appointed educators. Educators need to be aware of the benefits of having induction and mentoring programmes and principals should be active in advocating such benefits. A research project by Makgopa (1995) in the South African Journal of Education Vol.18:1998 in schools in the Northern Province indicated that all staff involved in presenting induction programmes have to be selected very carefully. Special skills in handling newly appointed educators are required and members of the staff have to be trained for those tasks. "Every school is unique, it is therefore impossible to develop a standard induction programme which will suit the needs of all schools". (Walkins&Whalley 2000:163).

According to Espeland et al (1998) in the South African Journal of Education Vol.20 2000:161 the following aspects that should be included in a staff induction programme are:

- Matters relating to school as an organisation
- Staff related matters that will give new appointees an understanding of the school's organisational structure.
- Tuition and the school's curriculum
- Learner related matters

- School-parent relationships. Communication with parents is one of the main problems that newly appointed educators experience. Communication channel and correct procedures have to be explained to them.
- Administration.

In the pilot project by (Makgopa 1998:162) it was reported that only 30% of the respondents reported that induction was practised in their schools. This induction was informal and done by the principals and members of the management staff. 30% were uncertain. 40% reported that no such activities were taking place in their schools. As far as these findings are concerned, the suspicion that induction receives very little attention in schools seems to be justified by the fact that only 30% of the respondents confirm its implementation. According to Heyns (2000:167)

A complete revival of staff induction in schools is therefore essential. Newly appointed educators are looking forward to their new posts and to accept the challenges of quality education. Every opportunity to support these educators and to ensure their optimal utilisation should therefore be fully utilised.

Nsele Sonto (1994:14) in his study cited that:

The problems experienced by new teachers need to be identified. A new teacher needs thorough understanding of the working and the organisation of the school and also to know how to apply theories dealt with in teacher training, to a real situation. Induction therefore is a necessity.

His particular interest was to ascertain whether new teachers in KwaMashu schools experience any problems, whether they receive any guidance and support during their first year of teaching. He found that there were no structured induction programmes in most schools in KwaMashu Circuit. New teachers were not supplied with circuit handbooks or school handbooks. The aims and objectives of schools were not made known to new teachers. They did not receive any guidance on classroom management, organisation or control and discipline. They were not made aware of the criteria and procedure used to assess teachers.

Singh (1988) in his investigation of the induction of beginning teachers said:

Teacher education is viewed as a career-long professional continuum. Induction as the transition between graduation from a pre-service teacher education institution and the onset of in-service education is viewed as an important stage in the prolonged period of professional development.

The major findings in his study were that induction activities assume varied forms. The integration and orientation of beginning teachers into the teaching profession depended very much on the nature of the schools, the willingness and cooperation of the principal and certain members of his established staff. There was no well- defined system for the orientation of beginning teachers into the profession.

2.4.1.1. Revival of Induction in KZN Department of Education & Culture

In August 2003 the KwaZulu-Natal Department of Education and Culture, Education Labour Relations Council (ELRC) and the South African Council of Educators (SACE) organised a ceremony on induction of newly appointed educators. During the ceremony, Dr. F.M. Nzama (Director- Teacher Development - KZN DEC) pointed out that:

Induction is one aspect of educator development that provides systematic support to beginning educators, the induction year is acknowledged as a bridge between initial teacher training and the development of an educator into an effective professional.

He further mentioned that a comprehensive induction programme may include the following components: **orientation, mentoring, support teams, workshops and training for beginning educators, workshops and training for mentors and evaluation.** The Minister of National Department of Education, Kader Asmal mentioned that:

The newly qualified educators have been appointed to posts in our schools and are starting on a lifelong career. They must know that they still have a lot to learn and what they need is not further information but professional wisdom and judgement, which is difficult to put into words and cannot be learnt from lectures and books. Therefore there is a need to have the induction of new educators into the profession. In order to retain its vitality the teaching profession requires a constant flow of new blood into the system. This is especially important in our country, which is not a first - world country, which has to escape from a history of colonialism and oppression, and which we need to confront urgently, vigorously and collectively.

This is in agreement with the statement put forth by Heyns (2000:161) that, "a complete revival of staff induction in schools is essential"

Professor Yaliwe Jiya (Member of the National Task Team on the formulation of National Policy Framework on Teacher Education and Development) put forth, during this induction ceremony, the fact that we need to take educators through the induction

and orientation so as to acclimatize them to their working conditions and environments. Without doing this we would be throwing them into the deep end for them to swim and sink. She argued that in the past educators were deliberately not taken through induction and orientation in order to set them up to fail. But now no one should set anyone to fail, especially not in teacher development because the future of our country is in the hands of educators.

According to Naiker (2001:2)"mentoring is the process through which a person is supported in the organisation by someone allotted to fulfil that support".

Mentors may be matched with newly qualified educators based on subject matter, grade level and proximity to one another. Mentoring and the entire induction programme have to be well planned and well implemented. In the current South African education system it would help to familiarise the newly qualified educator with policy documents such as the White Paper on Education and Training (1995) and the South African Schools Act (1996). (Naicker Ibid: 3) further explains that,

At present there is a paucity of information about existing support services for educators even among officials in departments of education since many are unable to keep up with the ever-increasing tempo of change.

A good example of this was evident in our KZN Department of Education during 2003, with re-structuring, some forms of support may not be available or possible yet, since certain areas have been prioritised for development.

In the area of support services, as is the case with general educational provision, these priorities are redress, equity, access, quality, democracy and integration of available services. Schools, therefore, should not wait for the department to provide a service, but should take the initiative in identifying and developing the support systems. The national and provincial departments regularly release policy documents that influence and regulate the educators' work, such as White Papers, Green Papers and Acts dealing with education and labour relations. Media in South Africa is contributing considerable support to education. Television and radio are useful resources to educators and learners because excellent educational programmes abound on television. These will be of great help to new educators, but only after they have been provided with induction at least during the first year of work and then continuous mentoring.

2.4.2. An International Viewpoint

According to Wood in the document: Association for Supervision and Curriculum (1999:23)

Researchers in California have identified four components in successful induction programmes, namely, teaching standards, mentoring, reflective teaching practices and some type of formative assessment, which is a summative evaluation to promote an individual educator's reflection on his or her ongoing professional growth.

These four components form the basis of the Beginning Educator's Seminars on Teaching (BEST). BEST is a series of professional development seminars held on Saturdays for beginning inter-city teachers that incorporates these four components and it is based on California's new state-sponsored teacher induction programme. BEST seminars are conducted on 16 Saturday mornings during the school year to avoid the overextension of time that novice educators experience in mandate after-school commitments on Mondays through Thursdays. BEST is a collaborative programme between San Diego City Schools and San Diego State University. It offers seminars that provide small group settings. A State study found that among the approaches to supporting new teachers, the most effective approach focused on the relationship between the new teacher and a support provider.

Mentors fulfil a very important role in the induction of newly appointed educators. Gordon in Clutterbuck (1991:28) considers mentors to be the cornerstones of the programme. This implies that schools need to be careful in selecting mentors from educators for offering new appointees support and they should be properly trained. Roberts who serves on the Centerville School District Mentoring Committee, believes that educators need to be trained how to effectively help new teachers. In Centerville experienced teachers apply to become mentors and participate in coursework. In the Californian programme, new-teacher mentors are anchors for beginning teachers. Mentors make just enough waves to push new teachers gently forward in their practice. For mentoring to be effective, programme coordinators must select mentors on the basis of their interest in forming relationships with new teachers, not on seniority. Each teacher in the BEST programme is assigned a mentor teacher with more than four years of experience in the district.

In Oklahoma the state legislature approved a bill in 1980. The bill recommended that a staff development programme would be present in all school districts providing entry-year assistance for beginning teachers for at least one year, but not more than two. Each beginning teacher receives a mentor along with the principal and a professor of teacher education or district supervisor as their entry-year assistance committee. This supervisory team must provide formative support and guidance throughout the beginning teacher's first year, to make a recommendation for permanent certification when the beginning teacher has mastered the performance competency based programme. Moreover, the staff development programme legislation guarantees that beginning teachers will continue with mandated professional development programmes during their subsequent years of teaching. In Australia the induction stage of teacher education is not perceived as an entity in itself, but as a crucial developmental phase in the continuous education of teachers. The process of induction is seen as a time to extend and enrich the teacher's experiential and knowledge base, a base that will be built upon in successive years of staff development programming. This gives a new appointee an assurance that there is professional continuity in new educators and that it is supported co-operatively by a partnership of the district officials and educators. This will help in school effectiveness because it creates in a newly appointed educator a feeling of confidence and satisfaction in doing his/her work.

In South Carolina, in December 1999, the Governor's Commission on Teacher Quality emphasized that a well-prepared teacher is the critical ingredient in education improvement. The Commission set two goals i.e. to raise the standards for teaching profession, and recruit more educators to a teaching career in South Carolina. Research shows that in South Carolina 25.1% of teachers leave the profession within the first three years of teaching. It is believed that teachers are twice as likely to leave the profession if no induction programme is provided. However, the recent reports reveal that beginning teachers, who do have mentoring and other kinds of support, not only are more likely to stay in the profession, but also will continue to learn during this critical transition time and will be more effective in helping students learn. (McRobbie/Darling-Hammond, 2002:5) in an International Journal of Research Policy and Practice. The Professional Induction and Mentoring Committee were established in October 2000 to assist the Department to develop guidelines for the teacher

induction programme. This Committee, with assistance from the South Carolina Centre for Teacher Recruitment's program directors and Teachers-in Residence conducted an extensive literature search in the areas of induction and mentoring to determine best practices from across the nation. The Committee found that quality induction and mentoring programmes include the following elements: a commitment from state, district, and building level administration, the availability of necessary resources, and the utilization of the expertise of accomplished teachers and mentors.

Because mentors are the key component in an effective induction programme, they must be trained with a reliable, valid, and consistent statewide process in order to provide necessary instructional leadership. In South Carolina it is the responsibility of the Department of Education to develop guidelines for the teacher induction programme. And the Senate Bill 1111, Section 14 stresses that,

The State Board of Education, acting through the Department of Education, shall establish a programme whereby schools and school districts may be awarded funds to develop various types of incentives for those teachers who are trained and serve as mentors to new teachers as part of the induction programme.

In a study by Raizen, Paine, Huntley, I learned that in the U.S.A. about 30 states now require or provide funds for districts to offer induction experiences for new teachers. Eight states, currently without any induction programme, plan to implement one within the next few years, and five states already having induction programmes plan to expand them soon. The importance of teacher induction is even being brought to the general public's attention e.g. by major papers such as the Washington Post. Districts and universities are implementing induction programmes without sufficient resources to meet the needs. Only 19 states mandate that districts offer programmes to all beginning teachers. Out of those, only 10 foot some, or all of the bill. A few states put substantial resources behind their teacher induction policies. One goal for improving U.S. teacher induction is to reach every novice teacher. Every induction programme could be deemed effective in the sense that new teachers face such overwhelming challenges that almost any assistance is helpful. Even without an induction programme, schools usually provide orientation for new faculty members, such as introducing them to school and district personnel, resources, and procedures. Most induction programmes go on to increase the novice's skill with general teaching

abilities they learned in teacher preparation, such as handling discipline problems and using effective questioning techniques. One-on-one mentoring is the most prevalent U.S. strategy for supporting new teachers. As for mentor training, too many mentors in the U.S. receive no or little training. In the many places where mentors are thoughtfully selected and their efforts are substantial, the pool of teachers considered for mentor roles is restricted to some teachers in a school, depending on the experience that particular teacher has in the field of teaching.

The Israeli Ministry of Education has been concerned with the need to professionally develop teachers (Eldar, 2003:29). In 1996 the Israeli Ministry of Education decided to expand the teacher's preparatory programmes from three to four years. The fourth year mainly serves as a practical year. This year is valuable in order to assess whether student teachers are well prepared to serve in this important profession. During the fourth year, the student serves as both a faculty member in school and, at the same time, completes his or her bachelor degree. This year poses difficulties on novice teachers, as they are about to make the transition from student teachers to faculty members. Diverse programmes have been developed to induct new teachers. Budgets have been allocated for conducting surveys or constructing alternative means of training and inducting new teachers into the profession. In addition to the development of the various induction programmes, qualitative case studies have recently appeared aiming to explore the source of problems of novice teacher induction in school. A study conducted in Israeli in 1997 by Lasovsky, Shrift and Harel found that the main support for novice teachers comes from within-school instructional sources, who are perhaps more accessible both physically and interpersonally. Novice teachers are supported by peers in a comparable or more senior position, and or by colleagues in other subjects or auxiliary professions, such as grade-level coordinators, school principals, educational counsellors etc.

After their study, they concluded that it is difficult to separate the professional and emotional areas in the induction process of novice teachers. The professional problems have a crucial influence on the teacher's feeling and the way in which he or she perceives the teaching profession. The study also indicates the importance of the pupils in the successful integration of the teacher, and everything possible should be done to create positive and encouraging contact between teacher and pupils. The

principal, in particular, seemed to affect the novice teachers' induction into teaching. The principal appears to contribute to either a positive or negative induction of novice teachers. Principals need to be aware of this influence and be encouraged to meet with their novice teachers often in order to ensure a smooth transition into the school. The findings strongly emphasize the importance of a supportive induction programme, at least for the first year of teaching.

2.5. SUMMARY

To summarise, the chapter gives some information on what is available from the literature on induction and mentoring of newly appointed educators. It considered the definition of terms, the importance and the purposes of induction and mentoring processes, it also gives some views on the implementation of induction and mentoring of newly appointed educators, taken from local and international literature.

The next chapter will deal with the research methodology, that is, the ways of finding out what the position is in our schools today with regard to the use of the two processes.

CHAPTER THREE

METHODOLOGY

3.1. INTRODUCTION

The purpose of the study was to investigate if the processes of induction and mentoring as applications of Human Resources Management are used in schools and if they have any impact on school effectiveness. The study, however, only touched on the issue of the relationships in as far as school effectiveness is concerned. This chapter discusses the research methodology. In order to achieve this, first is the discussion of the research setting and the population used in conducting the study. Second is how the research was designed and what research instruments were used for collecting data in two primary schools. Third is the discussion of data analysis, limitations encountered and the ethical consideration in the use of names of educators and schools.

3.2. RESEARCH SETTING

The study was conducted in two primary schools in Hammarsdale from November 2003 to February 2004. The permission to conduct the study was formally requested by writing a letter of request to the Ward Manager, after which the principals of these schools were visited to make a request in person. The principals supplied me with the names of educators who were employed between the years 2002 and 2003.

The population consisted of seven educators, four of them were males and three were females. They finished their teacher training between 1995 and 1999. Four of these educators were fortunate to get temporary posts lasting for at least three months each year during those years. The other three educators did not get a chance of becoming temporary educators. They were getting odd jobs like packing groceries in shops.

3.3. ETHICAL CONSIDERATIONS

The researcher will not disclose names of the schools nor of the individual educators. To ensure this no real names of the schools would be mentioned in the report. The schools were given fictitious names, namely, Lily of the Valley Primary School and Rose of Sharon Primary School. Subjects used for the study were not referred to by their names but they were called respondents or educators.

3.4. RESEARCH DESIGN

The study used the qualitative case study design in order to gain an in-depth understanding of the situation and meaning for the educators who are involved in teaching. This design is about asking, watching and reviewing. Yin in Cohen et al (2001:10) sees this advantage in case studies when he points out that “A case study's unique strength is its ability to deal with a full variety of evidence”.

A case study is “the study of an instance in action” (Adelman et al in Cohen et al 2001:181). A case study provides a unique example of real people in real situations, which enables readers to have clear understanding of ideas. The reason for this choice being that according to Merriam (1998: 69)

Qualitative data gives a detailed description of situations, events, people interaction and observed behaviours, direct quotation from people about their experiences, attitudes, beliefs, thoughts and excerpts, or entire passages from documents, correspondence, records and histories.

I adopted methodological triangulation of data collection procedures, namely, interview and observation schedules and document analysis in the two schools chosen for the study. The rationale for this strategy was that:

The flaws of one method are often the strengths of another and by combining methods, observers can achieve the best of each, while overcoming the unique deficiencies, (Merriam, Ibid: 69)

Babbie and Mouton in Neuman (2000:67) indicate that:

In biographical studies or life history studies bias may crop up in three possible ways, namely; participants may lie, cheat, present a false front or try to impress the researcher in some way or another, the researcher may hold particular prejudices or assumptions that may influence the structure of the question and selection of materials or introduce biases by virtue of age, class, gender and general background and lastly, the encounter itself could be too formal to encourage intimacy or too informal to encourage an adequate response.

In order to avoid the bias that may be caused by these factors or weakness of one research method and to maintain validity and reliability of data, a process of triangulation was necessary.

3.5. RESEARCH INSTRUMENTS

Different instruments used for the collection of data were: observation schedule interview schedule, and document analysis. Interviews and observation were done concurrently.

3.5.1. Observation

Observation started after I was granted permission by principals to conduct my study in their schools. On the first day of observation at The Lily of the Valley Primary School, I discovered from the school timetable that during two Fridays of the month they hold staff development meetings. I was allowed to observe three of their meetings. During the first observation educators were empowered on the Code of Professional Ethics. This was conducted by the H.O.D. who had attended a workshop that for the Senior Management Teams of all the schools in the circuit.

The second meeting was conducted by one of the newly appointed educators who attended in August 2003 a launch of induction of newly appointed educators, that was the joint venture of the Department of Education and Culture, ELRC and SACE, which was discussed in Chapter 2. The third meeting was conducted by the principal, and it was about Managing the school Finances, particularly on the class educator records, namely a receipt book and an incidental payments received register.

At the Rose of Sharon School, I observed educators interacting with the learners in the classroom. One new educator was given a computer class in Grades 5 and 6. I chose to observe this class because my presence in the classroom would not disrupt much of the learners' attention because it was a practical lesson. I also observed an educator who passed Senior Primary Teachers Diploma. She was employed in July 2003 and was given a class of Grade R to teach though she did not have any Early Childhood Development (ECD) experience. With the last educator I observed him doing English and Natural Sciences in Grades 6 and 7.

On-site observation was about observing how new appointees fit in, how they interact with other educators and learners in class and even during tea/lunch break. I talked informally and formally with educators, principals and members of SMT and

examined documents and materials that are part of the context, e.g. formal programme of induction and mentoring, induction policy etc. Bell (1993:108) argues that

Direct observation may be more reliable than what people say in many instances. It can be particularly useful to discover whether people do what they say they do, or behave in the way they claim to behave.

In the light of Bell's statement, in using this strategy I became a researcher participant in observing educators in a meeting, as I was not fully participating. My role was that of a non-participant observer introduced to educators as a master's student studying how induction and mentoring processes are used in schools. The aim of observation was to get firsthand information by being physically involved in the real situation: information on issues discussed about professional development of educators, and if these issues have any impact on inducting new educators. Before discussing another instrument used in this study it is necessary to point out that observations made were recorded each day in my diary.

3.5.2. Interviews

Data were also gathered through face-to-face interviews with educators and this helped me to understand their closed worlds. The aim of the interviews was to get from educators themselves their perceptions on the processes of induction and mentoring, and what these processes mean to them. Holstein and Gubrium in (de Vos: 298) point out that "Interviewers are actively involved in a meaning-making process and thus constructors of knowledge and not conveyors and receivers of it".

I used semi-structured interview with a schedule, which was a guideline in seeking answers on such issues of the study as:

- Is there any form of induction when the educator starts teaching?
- If the induction process is taking place in stages or is it a once off activity.
- If the induction process that is taking place has any impact on educator motivation.
- If newly appointed educators are provided with mentors.
- If the processes of induction and mentoring help to raise pupil achievement and educator effectiveness.
- If the induction process cover all the aspects of the school environment etc.

It was easy to use semi-structured interviews because I was acquainted with five of the seven interviewees, having taught them at college, but still I made it a point that I was sincere to them of my intentions to collect such data. At Lily of the Valley Primary School, there were two educators I was meeting for the first time. I started by meeting all three educators as a group from this school on the first day in order to make acquaintance with the other two. In that meeting we discussed the purpose of the interview. The main aim of the meeting was to instil the relationship of trust. On the next day of interviews I met with educators individually during their lunch break.

At Rose of Sharon Primary School I interviewed four educators. I met with them individually during their lunch breaks on two days. In interviewing educators probing by tracking and providing a reflective summary were of great help. I allowed the interviewees to use the language of their choice and to tell about their experiences on induction and mentoring processes in their own way. They were also encouraged to express themselves freely through verbal and non-verbal communication. By showing that I understand their feelings and opinions they were relieved of the anxieties they felt at the beginning. Interviews with principals about the documents they have on the processes of induction and mentoring were informal in the principal's office. They were informal in the sense that no questions were prepared beforehand for this purpose: I raised issues on induction of educators and we were engaged in the conversation about those issues. Records of these interviews were made through note making. The range of the questions used in the semi-structured interviews is given in Appendix C.

3.5.3. Document analysis

Determining the authenticity and accuracy of documents is part of the research process. Burgess in Merriam (1998: 107) argues that:

Documents should not be used in isolation, it is the researcher's responsibility to determine as much as possible about the document, its origin and reasons for being written, its author, and the context in which it was written.

Merriam (1998:126) stresses that:

Documentary data are particularly good sources for qualitative case studies because they can ground an investigation in the context of the problem being

investigated and the analysis of this data source lends contextual richness and helps to ground an inquiry in the milieu of the writer.

Initially I intended to look at the documents such as:

- School policy file, the file that contains all policy documents drawn up in the school.
- Formal or informal programmes of induction and mentoring.

These documents were not available in both schools, but I then obtained the following official documents that were supplied to schools by the Department:

- TESM (Towards Effective School Management) Manuals (2003)
- The Final Draft of Systemic Evaluation 2001 KZN
- Handbook for the Code of Professional Ethics 2002
- Guides for School Management Teams (2000)

The aim of looking at these documents was to find out if the schools had any documentation that guided them on induction and mentoring processes and what these documents suggested for the schools.

3.6. DATA ANALYSIS

Analysis of qualitative data begins during the data collection process. It is an interactive process that allows the investigator to produce believable and trustworthy findings. The data could not be recorded, but these were noted down in order to avoid the tendency of forgetting and to be able to retrieve information easily. During reading I constantly identified and sifted ideas, actual quotations from interviews have also been included in the analysis. Data was organised according to the major research questions.

3.7. LIMITATIONS

The knowledge by the respondents of the fact that the I am a Departmental official tended to hinder them from revealing information fully and to express their opinions freely. Doubt and suspicion concerning the underlying motive for the investigation contributed to their fears. Giving them reassurance and the fact that their principals had given me permission to observe the meetings and to look at the documents, reduced their fears.

3.8. SUMMARY

In this chapter the research design and methodology were outlined. Qualitative data was obtained through triangulation of data resources. The next chapter addresses and presents the discussion of the results obtained from interviewing educators, the observation and the document analysis.

CHAPTER 4

DATA PRESENTATION AND DISCUSSION

4.1. INTRODUCTION

The study aimed at investigating if the nature of induction and mentoring used in the schools studied has a positive effect on the relationships within the school community for the achievement of school effectiveness. The responses were drawn from seven educators who were permanently employed in 2002-2003. Data were collected through a qualitative case study. In order to maintain validity and reliability triangulation of interviews, observation and document analysis were used. The presentation of the findings is done in accordance with the research questions of the study. The schools at which the study was conducted are referred to by pseudonyms. The chapter unfolds as follows: First is the discussion on whether, from the perspective of the educators, the schools have programmes for induction and mentoring. Second the issue of whether these programmes of induction and mentoring are effectively used is discussed. Third is the discussion of the nature of induction and mentoring and how these processes affect the relationships in the schools.

4.2. DO SCHOOLS HAVE PROGRAMMES FOR INDUCTION AND MENTORING?

The key question I asked respondents was whether they have undergone induction when they started teaching. Educators were not sure of their understanding of the meaning of the terms, induction and mentoring. Therefore I had to start by explaining the terms before they committed themselves to answering my questions. In response to the above question, one educator at Rose of Sharon Primary had this to say:

When I started teaching I was just told that I would take Grade 5 learners for Computer Literacy. I was not taken to class nor given a programme that I would use for this. Unfortunately I was the first one to handle the subject. Visiting other schools that offer Computer Literacy was of great help.

Another educator at the same school responded in this way:

I was employed during the year when the school was granted permission to accommodate grade R's. They were then allocated to me. There was no one among the members of the staff who had the expertise in Early Childhood Development, who could help me. I had to start doing something even before I went for ECD workshops and without any induction.

These two responses seem to suggest that there was lack of orientation of these newly employed educators in this school when they started teaching, more especially as they were to handle areas in which they were untrained. This is also in agreement with what was found by Nsele (1994:32) in KwaMashu Circuit that new teachers do not receive guidance on classroom management. Still on the issue of whether they have undergone any form of induction, one educator at Lily of the Valley P. School had this to say:

I did undergo some form of induction but without any formal programme. It happened when I was taking some load from an educator who was promoted to H.O.D. post. He gave me some orientation in the grade I was going to teach. He went a step further to show me how to use worksheets in the teaching of Natural Sciences and this method is of great help to me even today.

Some of the respondents in this study were among the group of 200 educators from the eThekweni Region who were invited to attend an induction launch by the Department of Education in August 2003. This was the joint venture of KZN Department of Education, ELRC and SACE as mentioned in chapter two. 800 newly appointed educators in the KZN Province were inducted at a special ceremony in the presence of the National Minister Kader Asmal and the then KZN Minister of Education Mr. Narend Singh. One of the educators at Lily of the Valley School who attended this launch said:

The induction by the Department was an eye opener for me. Issues such as gender equality, corporal punishment, the issue of the educators' pledge for newly employed educators were addressed, but it was a once off activity and the programme ran over two days.

When I asked the respondent what was actually said about the pledge, he said:

The Chief Executive Officer, Prof. CRM Dlamini pointed out during the ceremony that in order for educators to respect their profession, there is a need for them to swear or sign an oath or pledge of alliance to ideals of teaching and that they should regard this as binding on them.

These statements seem to show that educators see the need for the induction of newly appointed educators when they come to a school, and they also seem to suggest that educators feel that the process of induction develops them professionally. Four educators who had taught before in temporary posts reported that their school took for granted that since they had taught before they did not need to be inducted as new

comers when they were permanently employed, even if it is in a different school from the one where they had been teaching as temporary teachers.

They said they only attend staff development workshops in which all members of staff are developed, nothing special is organised for them.

Both principals confirmed that there are no formal programmes as such, but educators are being developed during their staff development workshops. One principal even said:

With this new curriculum there is no time one can spare for the formal induction programme to take place in school. Educators are always taken out of class to attend workshops, we are just hoping that during these workshops they do get some form of induction.

This statement is an indication that there is no formal induction in this particular school, and the response given by an educator that the form of induction he underwent was from a colleague, which took place informally when he was taking over the duty load from him, seems to suggest that the nature of the induction process was informal.

From observing a staff development meeting at Lily of the Valley, it appeared as if to newly appointed educators this particular meeting was not important, because only old members of staff would ask questions or make some contributions, the new members were merely passive listeners. When I asked one new educator outside the meeting if the meeting was fruitful to him, he said: "We need more development in the handling of our subjects, which is the main thing that gives us problems". The educator's statement seems to indicate that according to the educator induction should only concentrate on the teaching of the subjects. To him the other aspects of the school life were not very important. This indicated that the educator was not informed about the aims of the induction process. The meeting was conducted by the H.O.D. who was cascading the information from the workshop he had attended on the Code of Ethics. The topics covered issues such as:

Partnership in education, which stresses that educators should recognise parents and learners as partners in education. And because an educational institution serves the community, an educator should acknowledge the differing customs and beliefs in the community.

In acknowledging the different customs and beliefs, the H.O.D. gave an example of religious beliefs in the community. He mentioned the issue of morning assembly stressing that those learners from homes that did not believe in Jesus Christ refuse to come for prayers in the morning. He emphasised that it is their right to be excused from praying. He also stressed the fact that educators should accommodate such learners even when they conduct prayers in class. One educator argued that he could not compromise his beliefs to please other people. The H.O.D. explained to them that the South African Constitution places great value on "Human rights and the fact that human beings are of equal worth by virtue of their being human."

My observation is that, in actual fact, this formed part of induction for newly appointed educators, but the new appointees seemed not to view it that way, because the school is only emphasising the development of the whole staff.

At the Rose of Sharon I observed lessons of three educators teaching Grade R, Grade 5 computer literacy and Grade 6 English. I chose to observe their lessons because two of these educators mentioned that they were not happy with their teaching. They felt that they did not get induction and no mentoring was taking place. They reported that they had struggled on their own to get help from other institutions of learning hence they lacked confidence and motivation. One educator was teaching grade 5 to use word processing on the computer. I noticed that learners were writing anything they wanted to write on their own. The educator did not give instructions, which might have been caused by my presence. With the grade R educator, she was busy with the programme in the teaching of cut and paste. She was teaching learners how to hold a pair of scissors. It was an interesting lesson and the learners were enjoying it. Although she mentioned to me that she was still struggling, the ECD workshop she attended had helped her a great deal.

My observation of the above educators and their responses to whether or not they had been inducted and mentored seems to suggest that a good and effective induction programme followed by a mentoring programme in which new employees get proper guidance from experienced educators, would somehow help in building confidence and motivation. The third educator was the one who got some form of induction from a colleague.

In observing him I learned that the skill he obtained from that induction in the teaching of Natural Sciences could easily be transferred to the teaching of any other subject if the educator is motivated. On this particular day he was teaching English language study and written work using newspapers. Learners were required to find three pictures from newspapers and glue them to their exercise books. They had to write three sentences for each picture describing these pictures as clearly as they could. This was easily understood and done by the learners because the educator himself was sure and confident of what he was doing. This shows that there is a difference between an educator who is confident and motivated in his/her work, who had also developed good relations with his/her learners and an educator who had been left on her/his own to "swim or sink".

Document analysis, for example, Guides for School Management Teams: 2000 reveals that, all new employees need to learn about the new job, new colleagues and the culture of the school. It also mentions that it is important for the SMT to have a planned induction programme. This will ensure that new staff members become effective as soon as possible, are absorbed quickly into the school and made to feel positive and happy thus contributing towards the effectiveness of the school. The Guide further points out that effective induction programmes reduce the adjustment problems of new employees by creating a sense of security, confidence and belonging for them. The school on the one hand, can accrue such benefits as improved relationships between management and educators. Educators on the other hand, will get job satisfaction, which will assist in reducing absenteeism and in the improvement of teaching and learning.

The availability of the different guides in the school suggested that the Department of Education does provide schools with documents and information that might help them to prepare programmes for induction and mentoring of newly appointed educators. These guides spell out clearly the important role played by these processes in uplifting teaching and learning, but these two schools seemed not to use the documents. The evidence that the schools do not use these documents is the fact that educators were not sure of the meaning of the concepts induction and mentoring, were not sure of who can become a mentor and they were not aware that induction and mentoring could form part of staff development especially for newly appointed educators.

Another question I asked the respondents was: Do you have a mentor at present?

One educator at Rose of Sharon P. School said:

There is no such in our school. When I first came, I was not even introduced to other educators, let alone being allocated a mentor, I was only introduced to one of the Heads of Departments and was told that if I wanted anything I should see her. Fortunately my mentor is the principal of the school where I previously worked as a temporary educator. I go to him whenever I encounter some problems; even in the school he is heading he is the mentor to all educators.

The above statement seems to suggest that the H.O.D. is a mentor to this particular educator, but she is not aware. This may be so because the term mentor was not used, but, she was introduced to this person and was told to see her for her needs. Another educator at the same school mentioned: "I do not have a mentor but I go for help to the educator with whom I share a grade". This also suggests that the colleague is a 'peer mentor' to this educator.

The educator at Lilly of the Valley P. School had this to say about having a mentor:

I do not have my mentor, but after you have explained the meaning of the word mentor to us, it seems as if our H.O.D. is our mentor. She is working very hard to help us to work as a team, but this is only the case with us in the foundation phase. In the intermediate phase people are struggling to find their way.

One principal reported that, "We do not allocate mentors to newly appointed educators but we believe that it is the duty of the H.O.Ds to help educators under their supervision".

The above response by the educator is somewhat contradictory in that the educator shows that she is not aware that an H.O.D. could be the mentor, she says, 'I do not have a mentor'. The principal's response seems to show that at this particular school, mentoring does take place though not in a way that people involved are aware of the process or it is not emphasized because the principal takes for granted that the H.O.D. would automatically do the mentoring. The response also suggests that the principal did not give himself time to read the documents that are supplied by the Department of Education to the schools, requiring the schools to implement what is suggested in the documents or he is just ignoring what is supposed to be done by the school in terms of mentoring. In one of the Manuals for School Management, (Manual 9

2000:70) it is explicitly explained that "it is the duty of the principal to allocate mentors to newly appointed educators". The manual clearly puts it that mentor/advisor support is an important aspect, which is believed to make a difference to teaching.

The manual also points out that the principal needs to appoint an induction organiser who will arrange special activities at the beginning of the year to keep a close eye on newcomers during the first term and be available to assist them for the whole of the first year. As part of its professional development programme, the school may organise a mentoring system, for example, a subject mentor can help other educators to cope with new developments in the profession (such as curriculum changes).

Departmental documents indicate that the Department makes provision for schools to engage in induction and mentoring hence it provides the manuals and guides. The Manuals are foreworded by the then KwaZulu-Natal Minister of Education and Culture, Professor LBG Ndabandaba. Part of the foreword reads:

It is indeed a great privilege and pleasure for me to pen a foreword for this, the first manual in a series of twelve designed to help school management teams run schools effectively and efficiently. The management of people is an essential skill, which all leaders and managers must master in order for the full potential of the people in their charge to be realised. Skills such as recruiting, interviewing, inducting and developing staff are clearly explained and elucidated, so that practitioners are able to implement them.

4.3. ARE THE PROGRAMMES OF INDUCTION AND MENTORING EFFECTIVELY USED?

Educators were asked what type of induction they underwent when they started their teaching in the schools and whether induction took place in stages or if it was a once off activity.

One educator at Rose of Sharon Primary School had this to say:

Since I came to teach here, there is nothing specific for newly appointed educators, but in August 2003 I was fortunate to be one of 200 newly appointed educators in eThekweni Region who were invited to attend the launch of an induction ceremony that was organised by the Teacher Development Directorate in the Department of Education - KZN. The induction process was conducted by the Departmental officials with a formal programme that ran over two days.

Another educator at the same school responded by saying:

What is ongoing for us are different workshops which all educators not only new appointees have to attend from time to time. Each workshop has its programme which is in accordance with a specific learning area, and in most cases these are conducted by Departmental officials from the Region or the Province. I was never invited to a workshop specifically for induction neither does the school have provision for inducting new appointees.

The above statements seem to suggest that the Department of Education is reviving the induction of newly appointed educators as quoted from the Minister's speech quoted in Chapter Two.

An educator at Lilly of the Valley in responding to the same question had this to say:

I have never seen something written down as a programme of induction and mentoring but the procedure at my school is, the phase H.O.D. sat with me and discussed what was expected of me in connection with the following:

- Tuition and curriculum
 - To know how to prepare, present and control the learning content.
 - To know the policies of testing, examinations and promotion
- Pupils
 - To know how to administer discipline
 - To check for regular school attendance
 - To be able to solve behavioural and learning problems. In addition to this we hold staff development meetings two Fridays in a month, but these meeting are not only for new appointees, every educator has to attend.

When the same educator was asked if she had a mentor and what type of mentoring she was getting, she responded by saying:

When I first came here the principal told me that it is the policy of the school to follow the correct channels of communication. He stressed that should I need some help or if I encounter any problems I should see the phase H.O.D. I am not sure whether she is my mentor. When I came there were no sessions put aside for mentorship.

From the second observation of their staff development meetings and from the above educator's response at the Lily of the Valley, I learned that, induction and mentoring do take place at this particular school, but the actual terms induction and mentoring per se are not often used. Hence most of the educators I interviewed wanted an explanation of the terms before they even answered my questions. During one of their staff meetings one new educator who attended the 2003 induction ceremony of the Department of Education, was given a chance to cascade information to other educators on the educator's life in a school. One example she gave was that of

corporal punishment. She stressed that the emphasis during induction was on the fact that, it is illegal for anybody to apply corporal punishment on any learner. For the new employees this was both induction and mentoring. Judging from how one new educator responded to the statement that was quoted from The South African Schools Act, Act No.84 1996, which states, "No person may administer corporal punishment at a school to a learner because such a person will be guilty of an offence and become liable on conviction to a sentence which could be imposed for assault". The new appointee asked: "what if the parents of the children we are teaching give us permission to use corporal punishment?" The principal intervened and explained to them that according to Section 12 of the South African Constitution, everyone has a right not to be treated or punished in a cruel, inhuman or degrading way, so even the parents may not give such permission to educators.

Document analysis (Handbook of the Code of Professional Ethics; 2000) indicates that educators should be developed on ethics and morality and the Code should be a contract between the individual educator and SACE (South African Council of Educators), which was established by the Minister of Education in 1997 to register all professional duties and to promote the professional development of educators. The Code described how educators ought to relate to learners, parents, colleagues etc. This suggests that the material that is supplied to schools is meant to develop educators in some areas of importance in their school life.

4.4. TO WHAT EXTENT DO INDUCTION AND MENTORING PROGRAMMES IN THESE SCHOOLS CONTRIBUTE TO SOUND RELATIONSHIPS WITHIN THE SCHOOL?

The issue of the relationships is one aspect of school effectiveness that is closely related to communication. Under this category three aspects in school life were discussed, namely, sound communication within the school community: teacher-parent communication and educator satisfaction.

4.4.1. Sound communication within a school

When the respondents were asked if the processes of induction and mentoring can help in promoting sound communication within the school community, all respondents agreed and one educator at Rose of Sharon School had this to add:

When I first came I was not introduced to other staff members, the principal was too busy attending to learners with their parents. He called an H.O.D. to show me the staff room. The principal came in after some time to tell me which grade I would be teaching and to show me the classroom and that was it. As a result it took me a very long time to communicate with ease with other people, which I think had a negative effect even on my teaching. This went on, until one day in May when the staff engaged in preparing for cultural activities then I started getting used to other educators.

This response seems to emphasize the need for schools to create situations or occasions through which newcomers can quickly get used to the school environment. Another educator at the same school had this to say:

The relationship within the school community, as it is, is not good, there are different groups within the staff members, it depends on whom one knows when one joins the school, one will associate oneself with that clique. There is no teamwork among the staff members, so it becomes very difficult for new appointees because it takes time to adapt to this sort of environment.

Through interviewing the educators in this school, I learnt that the SMT did not unite the staff. Instead the SMT was itself divided, as a result they did not take the responsibility to help educators fit in the school community. Their problems as the management of the school also affected the staff. The principal at this school is not popular to most of the staff members especially the senior staff management. The reason being that he was appointed in this position coming from another school and the person who applied for the post from within the school was not appointed. The relationships therefore among the SMT are not good. This seems to confirm Singh's (1988) findings that induction activities assumed varied forms depending on the nature of the school and the willingness and cooperation of the principal and his established staff.

An educator at Lily of the Valley, in responding to the same question, said:

When I first came to the school the principal introduced me to other staff members. He told me that educator-educator relationship is very important in this school and also that they love and show respect to one another. He asked me to engage myself in different extra curricular activities of the school. Or to support those who are engaged if I have no talent in sports and to offer my

services in whatever I am capable of doing. I therefore find it easy to work with other people and also to work in class. I know my place and what resources are available in the school. I know the vision of the school because it was easier for me to go around asking questions even from the principal.

The educator's response seems to suggest that orientation was done in the sense that the manner in which the school functions, the roles and responsibilities to be performed were clearly communicated to the educator. This is important because it helped the educator to easily fit in within the school environment and he is clear about what was expected of him.

4.4.2. Teacher-parent communication

The educators were asked whether the nature of their induction and mentoring influenced teacher-parent communication, one educator at the Rose of Sharon cited the case in the school where he previously worked as a temporary educator before he was appointed in this new school, saying:

There was a sound communication and understanding between the principal and the parents. When the learners and a few educators wanted to get rid of the principal because she was very strict and could not entertain absenteeism and late coming from either educators or learners, she would lock the gates for both educators and learners after the bell had rung, and the educator would feel the embarrassment of being locked out together with the learners. Parents stood for the principal and after the investigation by the Department of some false allegations about her, she came back and is still heading the same school because there was no truth in the allegations.

The same respondent further reported that at the school where he was temporarily employed, at the beginning of the year when the parents meeting was held, new educators were always invited to a meeting and would be introduced to the parents. He said that this did not happen when he came to this school and he can see that there is a big difference between the two schools in as far as teacher-parent communication is concerned. When parents are invited to come to school for the meetings or even for their children's progress, they hardly cooperate.

At the Lily of the Valley Primary School one educator reported:

I was invited and introduced to the Governing Body meeting when I first came and the mention was made of the grades and learning areas I was going to offer. As a result it is easier for me to communicate with the parents of my learners whenever I feel the need.

On the issue of teacher-parent communication the principal of the same school had this to say: "Parents are concerned with their children's welfare, so it is very important to have positive school - home relationships in order to create effective partnerships". He also mentioned that factors such as poor achievement by children and the fact that most parents are away from home most of the time could cause some parents to stay away from the school. The fact that there are parents who need encouragement to come to school, he believes that communication with parents is one of the main problems that newly appointed educators experience. Communication channels and correct procedures have to be explained to them because it becomes easier for them to deal with such cases. Section 4 of the Code of Ethics states that an educator should recognise the parents as partners in education and should promote a harmonious relationship with them. This is the confirmation of what was mentioned in chapter two under the aspects that should be included in the induction programme by Espeland (1998) in the South African Journal of Education Vol. 20:2000

The above statement by the principal seems to suggest that induction and mentoring are imperative within the school as an organisation, in order to assist new educators to be able to cope with creating and maintaining good relationships with the parent community. It also suggests that where there is lack of motivation and encouragement of educators to have a positive relationship with parent community, the school fails to satisfy the demands of parents and learners on the one hand and does not fulfil the needs of educators on the other hand. In this way the school is failing as an institution of schooling , as mentioned in chapter two, " to carry on effective educational practices in which individuals are so transformed to become the bearers of the values, attitudes and beliefs held to be important by society and by the institutions in which they find expression"(Chapman in Dimmock 1993:226), all of which assist the school to become effective.

4.4.3. Educator satisfaction

When the interviewees were asked if the processes of induction and mentoring can impact on educator satisfaction, one educator at Lily of the Valley responded by saying:

I am satisfied because I know exactly what to do and what is expected of me, this is so because my H.O.D. spells out exactly what is to be done and we work as a team. We sometimes even change classes if we feel that somebody in a team is doing better in a certain part of the learning area. This is very motivating and encouraging, it also makes us love and honour our work.

Another educator at the same school had this to say:

I enjoy teaching because when I first came here, I was assisted in how to prepare my lessons, how to present and to control the learning content, I was also told by an H.O.D. about the procedures of testing, examining and promoting the learners, and how to obtain educational aids and this makes my life very easy at school.

These two responses seem to suggest that the educators were adequately inducted. They were also getting some form of mentoring on how to perform their duties, hence the creation of job satisfaction and a positive attitude towards their work. They also indicate that if the working conditions are such that educators have a feeling of belonging and that they are important they tend to enjoy doing their work.

At Rose of Sharon one educator, in responding to the same question of educator satisfaction, said:

I cannot say whether these processes contribute to educator satisfaction or not, but what I feel is not satisfaction because I do not feel competent and it is as if I am not successful in what I am doing. I have been teaching for six months but I have not developed self-confidence yet, I feel as if I am not achieving what I am supposed to achieve, in a nutshell I am not sure yet of what I am doing.

Another educator at the same school had this to say:

It is true that induction and mentoring play an important role in educator satisfaction, when I first came to teach here I had been lost for almost three months, doubting everything I was doing if it was what was expected of me. Then I decided to go back and seek help from one educator from the school where I worked as a temporary educator for three months. She took me step by step in terms of the critical outcomes and the specific outcomes in the learning area I was offering, things began to become clearer and now I am beginning to

gain confidence, more especially because I have already had two chances of attending OBE workshops.

The above responses seem to suggest that educators have some needs that are to be satisfied for them to become motivated. In this case the two educators at the Rose of Sharon had self-actualisation needs: "the desire to become more and more what one is to become and everything one is capable of becoming", (Maslow in Gerber et al 1995:324) This implies that if the needs of newly appointed educators could be addressed in such a way that a healthy balance is maintained between the needs of the school and those of the newly appointed educator, teaching can become interesting, challenging and meaningful to educators, thus contributing to school effectiveness. When the educators were asked if the two processes help to raise pupil achievement, one educator at the Rose of Sharon Primary had this to say:

Pupil achievement relies solely on the educator who is in front of the children, if the educator is not satisfied with his work or if the conditions under which he/she is working are not conducive enough like when the relationships among the members are strained which usually causes us as new comers fail to approach either the H.O.Ds or the principal freely, it becomes practically impossible for him/her to perform well and up to his/her highest ability.

One principal said:

It is very difficult to work with educators these days because whenever the principal complains about poor performance of learners in class, they tend to push the blame on to the Department of Education and OBE, they claim that they do not have enough training in the new methods of teaching.

In the Final Draft of the Systemic Evaluation 2001 KZN it is indicated that,

The achievement of quality in education is being hampered by factors such as unsafe conditions at school, the high level of absenteeism of learners and the poor attitude and morale of some of the educators.

The above statement suggests that to achieve quality in education we need to have both educators and learners motivated and have positive attitude towards their work. The responses I got in interviewing educators seem to suggest that they believe that the processes of induction and mentoring might play a very important role to the achievement of good communication among the staff members. This might also lead to healthy relationships that might contribute to the school becoming more effective. My observation as far as these processes are concerned, therefore, is that the schools are provided with the documents on induction and mentoring of newly appointed

educators, and these documents spell out clearly the importance and the role that can be played by these processes in uplifting education.

4.5. SUMMARY

The chapter reported and discussed the findings in a qualitative manner. The chapter unfolded through four themes, namely; the presence or absence of induction and mentoring in the schools, the effective use of induction and mentoring programmes in schools, the contribution made by the programmes of induction and mentoring to the sound relationships within the school, and the role played by induction and mentoring in educator satisfaction. What seems to emerge is the fact that in one school, the educators felt abandoned. In the other, the educators felt at home as regards induction and mentoring. The findings also seem to suggest that the schools studied did not practice formal induction and mentoring. And as far as mentoring is concerned educators in one school have their H.O.Ds play the role of mentors, although it was not spelt out to them that these were their mentors. The educators in the other school felt that the form of mentoring they got was not enough. One educator mentioned that whenever she is faced with a challenge she goes to a colleague. The other educator said that she gets mentoring from the principal of the school at which she previously worked as a temporary educator.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. SUMMARY OF THE RESEARCH

The study aimed at investigating the nature of induction and mentoring programmes used in schools and how those programmes influenced relationships within the schools. Chapter One described the research question and its setting. Chapter Two reviewed literature. The review encompassed defining key terms such as, induction, mentoring and school effectiveness. It also involved examining implementation of induction and mentoring programmes locally and abroad.

Chapter Three described the methodology of the study. Key issues described in the chapter include research setting, research design and research instruments. Chapter Four presented and discussed the findings. This was achieved through key themes namely, the presence and absence of induction and mentoring in the schools, the use of such programmes in the schools and the contribution made by the programmes of induction and mentoring on the relationships within the school. From the research processes just described the following conclusions were reached.

5.2. CONCLUSIONS

The conclusions arrived at in this study are here presented in response to each of the key questions of the study:

1. Do schools have programmes for induction and mentoring?
 - The Department of Education provides all the schools with the relevant documents that promote the induction and mentoring of new educators, but some schools do not make full use of such information. Some educators were uncertain of the meaning of the concepts induction and mentoring. This was an indication that these terms are not used in the schools, nor are they aware of the documentation supplied to schools to help the schools with induction and mentoring of newly appointed educators. This suggested that some documents given to principals do not come to the attention of educators.

- Although some schools might have staff development meetings, they do not have structured programmes for induction and mentoring of newly appointed educators. They do not emphasise the importance of induction neither do they allocate mentors to new appointees. Thus induction and mentoring to some educators happen accidentally. To some principals the workshops conducted by the officials of the Department of Education are sufficient to help educators.
- Some schools take for granted that educators can easily adapt to the new environment without proper induction if they had previously taught in temporary posts.
- The Department is somehow responding to the statement made by Heyns (2000:167) that: "a complete revival of staff induction in schools is essential" hence an induction ceremony of newly appointed educators was held in 2003.

2. Are the programmes of induction and mentoring effectively used?

- The two schools I studied do not have induction and mentoring programmes. One of the schools has a way of acquainting educators in the new environment, through staff meetings, meeting between new appointee and a phase H.O.D. The educators in the other school get most of their development from the workshops that are conducted by the KZN Department of Education.
- Educators felt that the processes of induction and mentoring are important in helping with the whole school development, in the sense that if the educators are well developed and motivated they will produce learners who are well developed thus the achievement of school effectiveness.
- It was not easy for the educators employed during the years 2002-2003 to quickly adapt and develop confidence in their jobs because of the gap between their training and the commencement of work. This suggested lack of the effective use of induction and mentoring.

3. To what extent do induction and mentoring programmes in these schools contribute to the quality of relationships that will lead to effectiveness within the school?

- Some new appointees have no option but to seek outside help, more especially when they do not feel welcomed to the school, and if they do not see

themselves as belonging to the group because they were not introduced to the people they would be working with. This suggested the absence of the programmes of induction and mentoring to assist in the creation of positive relationships.

- Some educators found it easy to adapt quickly because they were fully informed about their duties, relationships, responsibilities of their positions about the purpose and procedures to which they will be assigned. Hence the sooner the new employee can adapt his/her habits, attitudes, feelings and knowledge to the work and people in the workplace, the sooner he/she and the system will benefit.

5.3. RECOMMENDATIONS

Arising from the conclusions drawn from the study, recommendations are made to both the Department of Education and the schools.

1. Workshops and training for beginning principals should be held annually, and whenever they are supplied with new policies. Monitoring of the implementation and effective use of the distributed documents should be strictly done.

The objective of such workshops should be the guidance of principals in developing programmes of inducting and mentoring new educators in their schools, and devising strategies to assist new educators to develop a positive attitude that will endure throughout their career period.

2. Principals should be encouraged to work together in organising their own workshops. This might help in the sense that they will get to know what is happening in other schools. Some educators in their responses mentioned that they have mentors outside their schools. One educator particularly mentioned that her mentor is the principal of the school at which she was employed as a temporary educator. If principals have a way of coming together and discussing issues arising from the documents supplied to schools by the Department and helping one another with the ways of addressing such issues, this could help in the sense that all schools will engage in applying and implementing policies and procedures set by the Department, thus providing new educators with sufficient information and tools to assist them to function effectively and thus making the institution successful.

3. The induction process should be able to utilize fully all system resources, both human and material: human resources in the sense that special skills in handling

newly appointed educators are required; material resources in the sense that all facilities and equipment needed for the job are acquired and made available, in helping the inductee to reach a satisfactory level of performance. Members of staff have to be trained for those tasks. This will contribute to positive satisfaction and to increasing the ability of the inductee to perform at a level of efficiency that lessens the need for supervision.

4. Educators have many roles to fulfil, for example, educator as an individual, as an instructor in the classroom and as a professional. Their task therefore is a learning task. Colleagues may share and collaborate to fulfil professional responsibilities. Educators may also work together e.g. new appointees may observe experienced educators in the classroom. Educators also need to keep themselves informed by reading and acquainting themselves with the documents that are released by the national and provincial departments, in order to be able respond appropriately to their profession.

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Appendix A

H 1032 Mpumalanga Township
Hammarsdale
3700
16 August 2003

The Ward Manager
Hammarsdale Circuit
P/Bag X1008
Hammarsdale
3700

**REQUEST TO CONDUCT A STUDY IN TWO OF THE SCHOOLS
IN MPUMALANGA WARD.**

Dear Sir

My name is Nomhlangano P. Makanya. I am registered for the Master of Education degree at the University of Natal (Durban). My student number is 841842487.

I write this letter to ask for permission to conduct a study at two of the schools in your Ward. The aim of the study is to investigate **the role of induction and mentoring programmes in achieving school effectiveness.**

The study is purely academic, it will not only benefit me as an individual but it is also important for the schools as well as the KwaZulu- Natal Department of Education. I will not disclose names of the schools or the names of the educators who will accept my request to use them as my subjects. To ensure this no real names of the schools will be mentioned in the report, but the schools will be given fictitious names and educators will be referred to as respondents.

Thank you in advance for your kind cooperation to my request.

Yours sincerely,



N.P. Makanya (Mrs)



PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATAL
PROVINSIE KWAZULU-NATAL



DEPARTMENT OF EDUCATION
UMNYANGO WEMFUNDO
DEPARTEMENT VAN ONDERWYS

eThekweni Region	Isifunda saseThekweni	eThekweni Streek
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Enquiries : Imibuzo : NT SOKHELA Navrae :	Reference : Inkomba : Verwiesing :	Date : Usuku : 30/08/2004 Datum :

Mrs NP Makanya
H 1032 Mpumalanga Township
HAMMARSDALE
3700

Dear Madam

RE: REQUEST TO CONDUCT A STUDY IN TWO SCHOOLS IN THE MPUMALANGA WARD

1. Your letter on the above mentioned subject refers.
2. You are heartily welcome to engage in your study in this Ward. You may choose any two schools, contact Principals and seek for their assistance.
3. I would appreciate it if you would make sure that teaching and learning would not be disrupted during your study.
4. Wishing you success in your studies.

Yours faithfully

NT SOKHELA
SEM: Mpumalanga Ward

APPENDIX C

INTERVIEW SCHEDULE

The purpose of this interview is to gather information on the applications of human resource management most particularly the processes of "induction" and "mentoring" if they are used in schools, and if they impact on school effectiveness.

1. Have you undergone any form of induction when starting teaching?
2. Did the induction you underwent take place in stages or was it a once off activity?
3. Was there a formal induction programme?
4. If you have undergone some form of induction, do you think it impacts in motivating your teaching?
5. Do you have a mentor at present?
6. If yes, what type of mentorship do you undergo?
7. Do you think it is important for all new employees to undergo these processes?
8. Do these processes, induction and mentoring, if applied help in school effectiveness? For example in the following aspects;
 - 8.1. sound communication within the school community?
 - 8.2. teacher-parent communication?
 - 8.3. educator satisfaction?
 - 8.4. touching on the teaching of your subject specifically?
9. Do induction and mentoring approach help to raise pupil achievement and educator effectiveness?
10. Do you feel that induction process you underwent had covered all the aspects of the school environment, e.g., academic, administration etc.?
11. Are you aware of the induction programmes for newly qualified educators conducted by the Department of Education (Teacher Development Directorate)